



[Click here to listen to an audio overview of the noteworthy features of this course outline.](#)

PSYCH 340: Training and Development

University of Waterloo, Fall 2012

Wednesdays, 6:30 - 9:20 p.m.

Rooms: RCH 301 and designated "break-out" rooms

Instructor

Professor John Michela

Department of Psychology

Office hours: Thurs 1:30-2:30 and by appointment

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Teaching Assistants

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T.A. Office hours:

Weds. 5:00-6:00, PAS 4026, x 33786

Textbook (required)

Thacker, J. W. & Blanchard, P. N. 2006. *Effective training*. Pearson Prentice Hall.

ISBN 0-13-127175-X, also numbered as 9780131271753

Course Description

This course covers major aspects of training including

- its place within the rest of the organization's systems and processes
- concepts of learning and motivation relevant to training
- stages of training program development and implementation, from needs analysis to evaluation and continuous improvement
- training methods
- development and implementation of training programs
- management development, coaching, and special uses of training

Course Objectives correspond to three kinds of outcomes typically sought in training.

Knowledge: Upon mastery of the course materials, students will be able to describe the major elements of training program planning, implementation, and evaluation. Students will also be able to explain the rationales for contemporary uses of training (e.g., in management of diversity) and determine when training should *not* be used to address performance gaps.

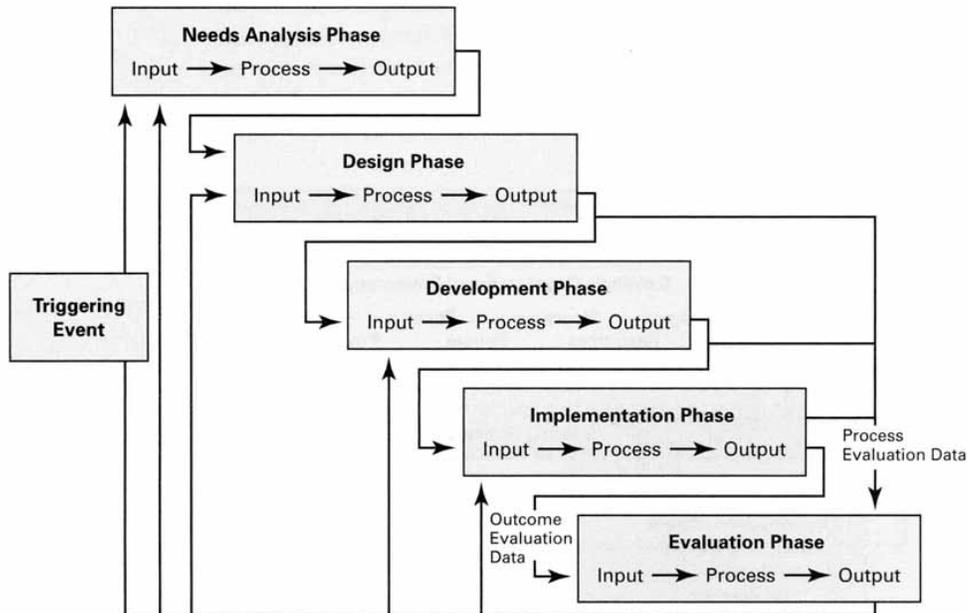
Skills: Students will be able to perform key tasks of training program planning, implementation, and evaluation, such as composing training objectives, matching training methods to training objectives (and to constraints), and producing course evaluation questionnaires and designs.

Attitudes: Students will recognize the value of taking a systematic approach to planning and implementation of training and development (T&D) programs.

The instructor identifies the objectives (or learning outcomes) for the course, and then helps students understand those objectives by categorizing them.

A Systematic Approach to Planning and Implementation of T&D Programs

Nearly all of the knowledge, skills, and attitudes (KSAs) pursued in this course may be mapped to the following scheme for T&D (reproduced from the course textbook, p. 22).



Thus the course's *knowledge* requirements involve the scheme as a whole (e.g., the rationale for this ordering of phases) as well as topics within each phase (e.g., components of a program development plan). *Skills* requirements correspond with specific phases (e.g., training methods are selected and adapted in the Development phase). Enthusiastic *attitudes* toward this systematic approach should flow directly from students' successful use of the scheme to produce a training program design or other products during in-class, group work sessions.

Learning Process in this Course

Students will be able to acquire these KSAs through

- studying textbook (or other reading) material and lecture material individually
- discussing course material with the instructor and one another during scheduled class time
- completing structured tasks in class (e.g., analyzing a case study) after individual preparation

The instructor helps students understand the pedagogical approach of the course: in class, students will engage in active learning activities; lectures will only be delivered online.

Students will experience an "active learning" approach to course instruction. That is, instead of coming to class to sit through lectures, students will spend most of the class time discussing the material and engaging it through structured tasks or team project work. Students will view "podcast" lectures in advance of class sessions, arriving with questions or other input to class discussions. Also in advance of class sessions, students will read textbook material and material for the week's structured task or teamwork, depending on what is scheduled for that week. All lecture material and structured task material will be available on the course website. A quiz will be administered most weeks through the course website.

Course Requirements and Marking

- On-line quizzes concerning the week's material – 33.3% of the final mark
 - Scored zero if the deadline is missed (see next section, "Deadlines")
 - Lowest quiz mark is dropped when averaging to generate this component of marking
 - Quizzes are “open-book, open-other-materials” but do not make the mistake of believing that this makes much difference to how you must learn the material before taking the quiz
- Team project work done in class – 33.3% of the final mark
 - Teams will be assigned randomly and will be maintained over the course of the term
 - For each assignment, all contributing members of the team will receive the same score, based on assessments by the instructor and/or teaching assistants
 - For unexcused absences, the individual's score on that assignment will be zero.
 - Each individual's lowest mark (which could include zero) will be dropped before calculating the average mark among project assignments
 - Peer evaluations will be obtained at the end of the term, concerning:
 - In a typical class meeting, how *prepared* was the group member to do the group work (e.g., appeared to have done the reading or other preparation)?
 - How fully *engaged* as a participant was the group member in the group work (e.g., continuously listening, offering suggestions as warranted)?
 - How much *contribution* did the group member make to the typical product submitted by your group?
 - Peer evaluations will be used to adjust students' project work scores upward or downward from initially calculated averages, particularly in instances of especially high or low peer ratings of preparation, engagement, and contribution.
- Final exam – 33.3% of the final mark
 - Knowledge of the kind that is assessed on the quizzes and through in-class activities will be re-evaluated on the final exam. Thus, a fill-in-the-blanks approach to the on-line quizzes, or a passive approach to in-class activities, would not be a very good preparation for the exam. More thorough acquisition of knowledge, week-by-week, is a better approach.
 - Skills of the kind developed in the team project work will also be covered on the final exam. Consequently, full engagement of all individuals in the project work is highly advisable.

Deadlines

- On-line quizzes will become available on the course website on the next day after each class meeting, including after the first class meeting. The quiz will cover the lecture (podcast), assigned reading, and any other material assigned or provided for the corresponding week (e.g., study guides as available on the course website). The quiz must be taken in advance of the next class meeting; the time window for taking the quiz will close at 5:00 pm on each *Wednesday* (that is, 90 minutes before each class scheduled session, starting with the second one). The quiz score will be zero if no quiz is completed by that time (unless formal documentation of illness or other formal excuse or exemption has been arranged);

otherwise it will be scored on a simple percentage correct basis (out of, for example, 15 items). Quizzes may be taken only once, and students must plan to complete the quiz in one sitting in the amount of time stated on the website (usually around 25 minutes). The website will give immediate feedback about students' scores. Students should come to office hours to discuss quiz-taking strategies if necessary.

- Team project work must be submitted through the course website (drop box) immediately after class meetings. Ordinarily, the submission will occur at the end of the class period, using a group member's portable computer, and the drop box will close at 9:30 pm. The role of "transcriber/submitter" and other designated roles may rotate across weeks in the group.
- Questions that arise in advance of class about lecture, text, and so forth may be submitted to a designated "forum," under "Questions for the Instructor" within the Content tab of the course website (no attachments, just text). Submissions that occur shortly before class may not be seen in time, so please submit well before class if possible. Student postings are fully optional (thus not marked nor credited).

The instructor leverages educational technologies to ensure that all students receive the important course overview that is delivered on the first day of class.

Podcast Version of Course Description

- Enrolled students who did *not* attend the first class session should go to the "Content" tab of the course website and follow the link to the course description podcast, to obtain further information about course process and structure (e.g., how materials will be organized on the course website). Please note that the course description podcast just gives an overview that may not be up to date about deadlines or other regulations, so *refer to this syllabus for those deadlines and regulations*.
- Other students may be able to access the course description podcast by logging into the course website (as a Guest if necessary) and doing a "Search" either on the course number (PSYCH 340) or a title term (Training), or by using this link:
http://cte.uwaterloo.ca/teaching_with_technology/netsavvy/michela/index.htm

Research Experience Bonus Marks – Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, and article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Because experiential learning is highly valued in the Department of Psychology, students may earn a "bonus" mark of up to 3% in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 3% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

There are two ways to earn bonus marks: 1) participating in a training evaluation study in class, and 2) writing reviews of research- or practice-oriented articles that are directly related to class content. Students may choose one or the other of these options to earn 3 research experience marks (or they may choose neither option).

Option 1: Participation in a training evaluation study in class:

As your instructor will explain, there is an opportunity for you to earn 3 bonus marks by giving the instructor permission to use data from (1) some of your in-class teamwork assignment activities; (2) data from an on-line survey, specific to the research, that you would complete in a specified window of time *during* the academic term; and (3) data from an on-line survey that you would complete in a specified window of time at the *end* of the academic term. Students must answer both surveys to obtain full bonus marks. Data will only be used in aggregate form, and there will be no individual identifying information associated with your data at the conclusion of the study. There will be more information about this opportunity presented in the first meeting of the class. The instructor and other teaching assistants assigning grades will not be aware of who has elected to participate in the training evaluation study, and your choice of whether to participate will have no consequences for your grade in this course.

If you prefer not to participate in the training evaluation study, you can still earn equivalent bonus marks by completing a research- or practice-oriented article review (see below).

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1-1/2 to 2 pages) of research- or practice-oriented articles that are directly relevant to the course. The course instructor will specify suitable sources of articles for this course (e.g., scientific journals and practitioner journals). *You must contact your TA to get approval for any article you have chosen before writing the review.* Each review article counts as one percentage bonus point. To receive credit, you must follow specific guidelines. The article review must:

- *Be submitted before the last lecture. Late submissions will NOT be accepted under ANY circumstances.*
- Be typed and submitted through a designated course website drop box folder.
- Fully identify the title, author(s), source and date of the article. A copy of the article must be provided either as an attachment to your drop box submission, or as a paper copy placed in the instructor's mail slot in PAS 3021A (which is open during normal business hours—or it may be mailed there as through campus mail).
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.

Please keep a copy of your review and article in the unlikely event we mishandle the original.

University-Mandated Announcements:

Students who are requesting accommodation for course requirements (*assignments, midterm tests, final exams, etc.*) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form:
http://www.healthservices.uwaterloo.ca/Health_Services/verification.html
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or quiz, the instructor will either:

1. waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
2. provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

The Official Version of the Course Outline

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on the course website, the outline on the course website will be deemed the official version. Outlines on the course website may change as instructors develop a course, but they become final as of the first class meeting for the term.

Accommodations for Students with Disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Concerns About the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Colin Ellard) is available for consultation and to mediate a resolution between the student and instructor. Dr. Ellard's contact information is as follows:

Email: cellard@uwaterloo.ca
Ph 519-888- 4567 ext 36852

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

Academic Integrity, Academic Offenses, Grievance, and Appeals

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. For more information, see <http://www.uwaterloo.ca/academicintegrity>.

Discipline: A student is expected to know what constitutes academic integrity [check <http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#), <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances, Section 4](#), <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student

Discipline if a ground for an appeal can be established. Read [Policy 72](#) - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Academic Integrity Website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>

Requests for Alternate Sittings for Tests

Religious Grounds - Requests for alternate sitting for tests/exams based on religious grounds must be made to the Associate Dean (currently Bill Chesney) within one week of the final exam schedule being posted by the Registrar's Office. The Associate Dean will contact the instructor on the student's behalf to request an alternate exam sitting.

Elective Arrangements (e.g., travel plans) are not considered acceptable grounds for granting an alternate time for tests/exams per the University of Waterloo Examination Regulations.

Communication of Announcements

Please check the UW Home Page (<http://www.uwaterloo.ca/>) as well as the course website for important announcements should an emergency arise (e.g., a major snow storm on the day of the final exam).

Schedule of Topics

Week	Date	Topic	Text Chap.
1	Sep 12	Introduction and Course Design Rationale	
2	Sep 19	Foundations Organizational Context of Training and Development Teamwork	1
3	Sep 26	Learning, Motivation and Performance	2
4	Oct 3	Training Needs Analysis	3
5	Oct 10	Training Design I	4
6	Oct 17	Training Design II	4
7	Oct 24	Traditional Training Methods	5
8	Oct 31	Computer-Based Training Methods	6
9	Nov 7	Development and Implementation of Training	7
10	Nov 14	Evaluation of Training I	8
11	Nov 21	Evaluation of Training II	8
12	Nov 28	"Special" uses of training Management Development	9, 10

Supplementary (optional or required) readings may be made available for some weeks.

Syllabus version of September 26, 2012.

Updates to this schedule of topics, if necessary, will appear on the course website.